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ABSTRACT

This Module is directed toward guidance personnel in school (K-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who have had previous exposure to career development theories and to sources of educational-occupational information. The Module assumes that the participant is not familiar with the area of futurism (other than through exposure to the first Module in this series, "Imaging Futuristic Career Guidance Goals," which is a pre-requisite for this Module) and, therefore, is designed to provide an orientation to the process of futurizing career guidance practices. This module emphasizes that futurizing need not require a total program change. It is possible to use futures planning techniques and redesign these for individuals to use in the career planning process. Alternately, existing career guidance practices can be redesigned to make them more futuristic. In addition to these areas, the Module emphasizes developing skills in using futures planning techniques, and in using multiple sources of information to generate futuristic career guidance practices. (Author/BP)

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career guidance staff development

Imaging Futuristic Career Guidance Programs

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CG 011 801

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IMAGING FUTURISTIC CAREER GUIDANCE PROGRAMS

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December 1976

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INTRODUCTION

The first Module of this series, "Imaging Futuristic Career Guidance Goals," presented a model of the Future-Conscious Career Planner and derived Future-Conscious Career Planning goals from that model. As indicated in the Application section of that Module, these *Future-Conscious Career Planning goals can be used as the basis for the development of futuristic career guidance programs.*

Futuristic Goals Can Guide the Development of Futuristic Practices

Career guidance programs utilize a variety of career guidance practices, but few of these existing practices are designed to facilitate Future-Conscious Career Planning goals. However, *this Module will help you develop skill in using the modifications approach which allows you to futurize existing career guidance practices without major program changes.* The development of futuristic career guidance practices can result from one of two approaches. First, it is possible to *use futures planning techniques and redesign these for individuals to use in the career planning process.* Second, it is possible to evaluate *existing career guidance practices and redesign these to make them more futuristic.* Whichever approach is used, it is important that futuristic career guidance practices be guided by Future-Conscious Career Planning goals.

Futurizing Need Not Require Total Program Change

Future-Conscious Career Planning Goals

I. Future Imaging Skills

   A. The client uses a "middle term" future (5-20 years) as the time perspective for career planning.

   B. The client is aware of future trends data which indicate the nature of work/leisure, education and life style in the "middle term" future.

Future-Conscious Career Planning Goals (Cont'd.)

C. The client utilized these future trends data to image future alternatives in the area of work/leisure, education and life style.

D. The client images a broad array of future alternatives which are varied and represent a comprehensive list of possible future alternatives.

E. The client uses rational-creative methods to generate future alternatives which, although they may not exist in the present, could be developed for the "middle term" future.

II. Selecting Preferred Future Alternatives Skills

A. The client evaluates his/her current values in light of future trends data and identifies possible consequences of these values in the "middle term" years.

B. The client evaluates new values in light of future trends data and identifies possible consequences of these values in the "middle term" future.

C. The client selects a list of future-oriented values which combines his/her existing values and new values.

D. The client can describe a clear image of what his/her life will be like in terms of work/leisure, education and life style in the "middle term" future.

E. The client selects preferred personal future alternatives which are consistent with his/her future-oriented values and future-focused role image.

F. The client has positive feelings about his/her preferred personal future alternatives and believes that they can be achieved.

III. Future Adapting Skills

A. The client can set "middle term" future goals which describe the skills, attitudes and behaviors which s/he needs to implement his/her preferred personal future alternatives.

B. The client identifies experiences which will help him/her develop these skills, attitudes and behaviors.

Future-Conscious Career Planning Goals (Cont'd.)

C. The client is motivated to participate in these experiences.

D. The client can identify social-environmental changes which are needed to implement his/her preferred personal future alternatives.

E. The client develops and utilizes strategies to influence these changes.

Summary

This Module will provide information and activities to help you develop skills in futurizing career guidance practices to facilitate client attainment of Future-Conscious Career Planning goals. Emphasis will be on developing skills in using futures planning techniques to design career guidance practices, in redesigning existing career guidance practices to make them more futuristic, and in using multiple sources of information to generate futuristic career guidance practices.

ACTIVITY - FUTURISTIC PRACTICES

Select one of the Future-Conscious Career Planning goals on pages 1, 2 and 3, which is of particular interest to you. Write it in Part I. Briefly describe one practice which you are now using, or with which you are familiar, that you think would help clients attain the goal. Write it in Part II.

I. Goal

II. Practice

MODULE GOAL

This Module is directed toward guidance personnel in school (K-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who have had previous exposure to career development theories and to sources of educational-occupational information.

The Module assumes that the participant is not familiar with the area of futurism (other than through exposure to the first Module in this series, "Imaging Futuristic Career Guidance Goals," which is a pre-requisite for this Module) and, therefore, is designed to provide an orientation to the process of futurizing career guidance practices.

The Module focuses on understanding a criteria for evaluating career guidance practices on the futuristic dimension, on using futures planning techniques to futurize career guidance practices, on using multiple information sources to futurize practices, and on demonstrating skill in designing futuristic practices.

*MODULE OBJECTIVES**

When you have successfully completed this Module, you will be able to:

1. Identify criteria for evaluating career guidance practices on the futuristic dimension. (Session I)
2. Use these criteria to evaluate the extent to which career guidance practices are futuristic. (Session I)
3. Design a futuristic career guidance practice which uses activities from multiple information sources and futures planning techniques. (Session II, Session III)

*The criteria for attainment of the objectives are available in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
1/2 hour	Introduction Overview of modifications approach for futurizing career guidance programs. Activity to describe a futurized practice. Explanation of Module structure and purpose.	
4 1/2 hours	Text Reading sections and activities on "Futurizing Career Guidance Practices," "Adapting Futures Planning Techniques to Career Guidance," and "Using Multiple Sources to Futurize Practices."	1-3
1 hour	Application Design of a futuristic career guidance practice; evaluation by partner using the Futurizer's Measuring Stick.	1-3
20 minutes	Wrap-Up Postassessment, references and questions.	

GLOSSARY

Review from Module I.

Futures Planning - A New field of study which uses rational-creative methods to project future alternatives from future trends data so that preferred futures may be selected and implemented.

Middle Term Future - A period of time from five to 20 years in the future.

Future-Conscious Career Planner - A person who develops and implements career plans for the "middle term" future.

Future-Imaging Skills - Skills in using rational-creative methods to generate a broad array of future alternatives from future trends data.

Future-Oriented Values - A composite list of an individual's current values and new values which have been selected after studying possible consequences in the "middle term" future.

Future-Focused Role Image - A self image of life in the area of work/leisure, education and life style in the "middle term" future.

Preferred Personal Future Alternatives - Future alternatives selected by an individual which are consistent with his/her future-focused role image and future-oriented values.

Future Adapting Skills - Skills in identifying and acquiring behaviors, skills and attitudes, and in identifying and influencing social- environmental changes needed to implement an individual's preferred future alternatives.

New Terms for Module II.

Futuristic Career Guidance Practice - A series of guidance activities which facilitate attainment of Future-Conscious Career Guidance goals.

Modifications Approach - Process of selective redesign of guidance practices to futurize a career guidance program without major program changes.

Futurizer's Measuring Stick - A rating scale to evaluate career guidance practices using seven futuristic criteria.

Scenario - A creative description of a future alternative which helps the learner experience the future.

Delphi Technique - A method of polling opinions of several people about the future while controlling for interpersonal influence.

FUTURIZING CAREER GUIDANCE PRACTICES

FUTURIZING CAREER GUIDANCE PRACTICES

"One coat of this wax will give your old car such a new look you won't even recognize it." Newspapers and magazines are replete with ads proclaiming that "one treatment" of a special process or solution can give new life to an old product. In this session, we want to introduce you to a process which will, hopefully, breathe new life into "old" career guidance practices by futurizing them so that they will more appropriately serve the needs of Future-Conscious Career Planners.

Selective Revision Can Futurize a Program

Implicit in the futurizing approach is the adaption of existing career guidance approaches by judicious modification (and some polishing) rather than the creation of all new career guidance practices. In many cases, a change in the attitudes and intended outcomes for the user of the career guidance practice may suffice to bring the practice up to date. *Using the modifications approach, a counselor who wishes to utilize futuristic career guidance practices need not create a new career guidance program. Rather s/he can redefine and modify existing practices utilizing the Futurizer's Measuring Stick (FMS).* The FMS provides several criteria or guidelines which you can use to see how well a given career guidance practice measures up to the demands of a futuristically-oriented career guidance practice.

Evaluate First, Then Revise

The Futurizer's Measuring Stick

These are the scales on the Futurizer's Measuring Stick. Each can be rated from 1 (high) to 3 (low), and the ratings can be summarized to indicate how the practice can be redesigned to be more futuristic.

1. Goal Attainment - Does the practice *help the individual attain one or more of the Future-Conscious Career Planning goals* rather than focus only on current career guidance goals?
2. Time Perspective - Does the practice *encourage thinking and planning for the "middle term" future* rather than focus only on current career guidance goals?
3. Array of Futures - Does the practice *encourage the individual to develop a broad array of future alternatives* rather than only a limited number?
4. Creative Imaging - Does the practice *help the individual to image or create new alternatives and values by asking questions and dealing with uncertainties,* rather than utilize existing alternatives and provide definite answers?
5. Whole Person Orientation - Does the practice *help the individual consider work/leisure, education and life style as interrelated aspects of self* rather than isolated areas of self?
6. Riskiness - Does the practice *encourage the individual to assess the degree of risk involved in* the selection of future alternatives and *encourage him/her to select moderately risky alternatives* rather than encourage riskless activity?
7. Resource Resourcefulness - Is the practice *based on several information resources and does it provide a variety of highly agreed-upon future trends data rather* than limited, low agreement data?

Example: Futurizing A Career Day

Here is an Example of How the Process Works

The counseling staff at McKenzie High School have held a Career Day each year for the last ten years. Using the Futurizer's Measuring Stick, they evaluated the Career Day. Then, they decided to try to futurize it.

The Current Practice. In the past, the staff used the following procedures for Career Day. They invited people in various occupations to come to the school and speak to students. Many of the invitations were based on students' suggestions of occupations of interest to them. Before the speakers came, students were encouraged to list questions which they wished the speakers to answer. Counselors asked the speakers to talk about reasons why they were satisfied or dissatisfied with their occupation, its effect on their life style, and the future outlook for their occupation as they saw it.

After the Career Day, counselors met with students in English classes to review the information which they had received during the program. Students shared information so that all students could become aware of the content of the various representatives. Also, the counselors did a values clarification exercise with the students to help them rank their current work values. Students then selected three occupations from Career Day which sounded most interesting to them, and reviewed career information resources about those occupations. They then wrote a report for the English class on one occupation they thought might be their tentative post-high school choice.

Futurizer's Measuring Stick Report

	Rating High	Middle	Low	Reason for Rating
1. Goal Attainment			X	No Future-Conscious goals used in existing design.
2. Time Perspective			X	Occupations presented in terms of current scene. Students plan for short term future.
3. Array of Futures		X		Broad array presented, but no future alternatives.
4. Creative Imaging			X	Students ask a question and study current options, but are not encouraged to create new ones.
5. Whole Person Orientation		X		Brief reference to life style made, but could be more integrative.
6. Riskiness			X	Existing, low risk options presented.
7. Resource Resourcefulness		X		Several sources used, but future trends data not given.

The Futurized Practice. The counselors reviewed the Futurizer's Measuring Stick report and decided to try to futurize Career Day. They called it "Futures Day" and selected the following Future-Conscious Career Planning goals to guide them:

(1) The client utilizes future trends data to image future alternatives in the area of work/leisure, education and life style.

(2) The client selects a list of future-oriented values which combines his/her existing values and new values.

(3) The client selects preferred personal future alternatives which are consistent with his/her future-focused role image and future-oriented values.

The counselor worked with the English teachers to plan a futures imaging day. Students used magazines, newspapers and short stories to generate a list of future alternatives in the area of work/leisure, education and life style. The array of alternatives became the means of identifying speakers. Counselors and students contacted people in the community who were already involved in trying to implement some of these alternatives such as people in non-traditional work roles, early retirees who had selected leisure alternatives, people in a variety of new life style options, and people who were involved in new educational experiences.

Students asked questions of the speakers about how they had moved into their future-oriented alternatives. These questions focused on changes which they had made in values, skills, attitudes and behaviors. Students also asked the speakers to indicate how they had made their decisions, what social-environmental changes were needed, and how they had felt when they first changed from more traditional patterns.

After "Futures Day," the counselor conducted a values clarification activity with students to help them explore how their values might change if they selected some of the

alternatives discussed by the speakers.

Students were then asked to design a future image of themselves fifteen years after high school in the area of work/leisure, education and life style, and to write an essay describing that image.

Summary

Futurizing career guidance practices can be accomplished using the modifications approach to redesign existing practices. The Futurizer's Measuring Stick provides a way to evaluate guidance practices on the following criteria: (1) Goal Attainment, (2) Time Perspective, (3) Array of Futures, (4) Creative Imaging, (5) Whole Person Orientation, (6) Riskiness, and (7) Resource Resourcefulness. Ratings from the Futurizer's Measuring Stick indicate where revisions need to be made to futurize the practice.

You will now participate in an activity where you will evaluate and futurize a career guidance practice using the Futurizer's Measuring Stick.

ACTIVITY - FUTURIZE A PRACTICE

Futurizing career guidance practices is a process of redesigning existing practices rather than developing entirely new practices. In this activity, you will work with a group to futurize a simulated practice, "Planning Ahead," using the Futurizer's Measuring Stick. Your Coordinator will give you instructions.

Practice Simulation: "Planning Ahead"

The practice, "Planning Ahead," is a four-part, career planning package designed for use in small group or classroom settings with adults, college students, or high school students. It has a learner's booklet and a leader's guide. It was developed by a group of high school counselors but has been used widely in other settings.

Session I: Why Work?

Goal	Activity
Learner will be aware of his/her attitude and values related to work.	1. Learners complete attitude scale related to work attitudes such as importance of money, job satisfaction, and free time for leisure and family. 2. Learners keep time charts of the use of "free" time and analyze these charts to develop a list of high priority values. 3. Learners discuss work attitudes and values, sharing their attitudes and values.

Session II: Who Am I?

Goal	Activity
Learner will inventory his/her achievements and interests.	1. Learners take an interest inventory and use their scores to develop a list of occupations to explore. 2. Learners review achievement test scores and grades to identify strong and weak areas. 3. Learners work in pairs to interview each other on "life achievement and develop a list of ten skills which they have.

Session III: Exploring Career Alternatives

Goal

Learners will develop a list and evaluate five occupations related to his/her attitudes, values, achievements and interests.

Activity

1. Learners are introduced to the following types of career information: kits, books, films, audio tapes and a computer system (if available).

2. Using these career information resources to explore occupations, learners develop a list of five occupations which they would like to study in depth.

3. On a "Career Planning Checklist" learners record their attitudes, values, achievements and interests and the five occupations of interest to them.

4. Learners explore occupations in depth. They identify resources, study them, and record their evaluations on the "Checklist." Each occupation is evaluated in terms of attitudes, values, achievements, and interests.

5. Learners tally the evaluation for each occupation and identify one as a tentative occupational choice.

Session IV: What Do I Do Now?

Goal

Learner will set goals for how s/he will implement his/her tentative career decision.

Activity

1. Learners identify the steps needed to prepare for the occupation.

2. Learners explore educational information materials to identify training options.

3. Learners work in pairs to help each other develop a list of goals which will help them move toward the tentative career decision.

4. Learners develop a contract for one action which each will take in the next week related to his/her goals list.

FUTURIZER'S MEASURING STICK

	Rating High	Middle	Low	Reason for Rating
1. Goal Attainment (uses Future-Conscious Career Planning Goals)				
2. Time Perspective (middle-term future--5-20 years)				
3. Array of Futures (array of alternatives)				
4. Creative Imaging (new alternatives and values)				
5. Whole Person Orientation (work/leisure, education, and life style interrelated)				
6. Riskiness (moderately risky)				
7. Resource Resourcefulness (based on several sources and future trends data)				

Futurizing Form

Redesign Plan 1

Session No.	Futurized Goal	Futurized Activity

Redesign Plan 2

Session No.	Futurized Goal	Futurized Activity

ADAPTING FUTURES PLANNING TECHNIQUES TO CAREER GUIDANCE

ADAPTING FUTURES PLANNING TECHNIQUES

TO CAREER GUIDANCE

Do As The Futurists Do

One approach to futurizing career guidance practices is to follow the adage, "When in the future, do as the futurists do." *Futures planning uses a variety of techniques to image future alternatives and to select preferred futures.* Usually, futures planning is applied to develop preferred futures for broad social, environmental and technological problems, and the results are then used in major policy decisions at city, state, national and international levels. *However, these techniques can be used by individuals in their Future-Conscious Career Planning efforts.*

Future Planners Have Some Ideas You Can Use

Futures planning has really borrowed techniques from a number of other disciplines. The goal is to use any technique which can help planners develop creative solutions to uncertain situations. One of the real challenges of futures planning has been to adapt methods which can be used to make decisions about the future.

Two Futures Planning Techniques

The scenario and the Delphi technique are examples of futures planning methods which have already been adapted to educational programs. Both of these have high potential for helping to futurize career guidance practices.

The Scenario. *This is a creative description of the future which uses trends data from several areas to provide a comprehensive description of a possible future.* For example, trends from the area of work/leisure, education and life style might be combined to give a vivid view of a possible "career future" which includes several future alternatives. Scenarios are used to help experience the future. They are helpful in imaging the future and in fully understanding alternatives before selecting preferred personal future alternatives.

The following are examples of three types of scenarios:

1. Incomplete Scenario. The learner is given the beginning of a scenario which gives information about a possible future and s/he completes the scenario. For example, s/he might be given broad alternatives in the area of work/leisure, education and life style, and s/he would complete the scenario by describing what one individual's life would be like.

The Scenario Helps Image and Evaluate Future Alternatives

2. Media Scenario. Although scenarios are often written descriptions, they also can utilize media such as pictures from magazines, art slides and/or audio tapes. If learners are developing scenarios, the use of media can be a motivating technique.
3. Role Play Scenario. In this scenario, learners are given brief written scenario descriptions and then role play the situations. The "College Reunion" activity in Module I was an example of this type of scenario. Role playing is an effective way of experiencing life in the future.

The Delphi Technique. *This is a method of polling the opinions of several people without having them influence each other.* In group discussions, individuals usually influence the responses of others. For example, a strong leader may sway the ideas of other members, or the last person to express his/her opinion may change it because of other opinions s/he has heard. The Delphi technique is a type of voting technique which avoids this influence by having each person give suggestions without hearing the suggestions of others. Individual suggestions are then tallied and the suggestions for which there is high agreement are accepted. The Delphi technique can be used in generating future alternatives; in identifying attitudes; and in deciding on social-environmental changes needed to influence specific alternatives.

The Delphi Technique Helps Generate Many Future Alternatives

Two examples of the Delphi technique are the following:

1. Delphi Conference. The learners work in small groups to brainstorm alternatives and develop an alternatives list. The lists from all small groups are tallied and alternatives listed by a majority of the groups are accepted.
2. Delphi Balloting. The learners work independently and use trends data to develop a list of future alternatives. All individual lists are combined into a working list of future alternatives. Individuals then vote on the total list. The results are tallied and those alternatives with a majority vote are accepted.

Example: Male-Female Roles in the Future

A Career Guidance Practic Which Uses the Scenario and Delphi Could Look Like This

A counselor was working with a group of college students who were interested in exploring changes in male-female sex roles in the future. The counselor designed the following experience which uses both the Delphi technique and the scenario. It was used with groups of ten students with equal numbers of males and females.

At the first session, the group discussed male-female roles in the future. They examined their feelings about the probable trend toward more flexible future sex roles which will allow individuals greater freedom to define their personal roles. Members and the counselor then shared references to books and articles which they had read on male-female sex roles. Before the next session, each member read at least two of the references generated by the group.

During the second session, a Delphi conference was held. The group worked in pairs. Each pair developed a list of five new male-female sex roles which they had identified from their reading. These lists were compiled into a master list which was put on newsprint and taped to the wall. All group members voted on each role using a "very possible," "slightly

possible," or "not possible" rating. Roles which received no more than three "not possible" ratings were accepted. Each group member selected one role of particular interest to him/her and developed a role play scenario to bring to the next meeting.

During the next two sessions, participants role played the scenarios which group members had developed. For example, in one scenario pairs role played a role reversal situation in which the woman returned home from work at dinner time to find the househusband waiting to greet her. After each role play scenario, group members shared their feelings about the roles and evaluated each for themselves.

Summary. One way to futurize career guidance practices is to borrow techniques from the futurists. The Delphi technique and the scenario are two techniques which have been applied to educational programs. The scenario is a creative description of a future alternative which helps the learner experience the future. The Delphi technique is a method of polling the opinions of several people while controlling for interpersonal influence. You will now participate in an activity to design a futuristic career guidance practice using the scenario and/or Delphi technique.

ACTIVITY - EXPERIENCE THE FUTURE

In this activity, you will work in a small group to design a career guidance practice which uses the Delphi technique and/or scenario. This practice will be one which can be used to futurize the "Planning Ahead" simulation from the last session. The "Future Trends Paper" from Module I is reprinted in the Appendix for your use. When your group members have designed the practice, they will "pilot" the practice with another group and the other group will develop an evaluation using the Futurizer's Measuring Stick.

Futurizing Form

Delphi/Scenario

Session No.	Futurized Goal	Futurized Activity

FUTURIZER'S MEASURING STICK

	Rating			Reason for Rating
	High	Middle	Low	
1. Goal Attainment (uses Future-Conscious Career Planning Goals)				
2. Time Perspective (middle-term future--5-20 years)				
3. Array of Futures (array of alternatives)				
4. Creative Imaging (new alternatives and values)				
5. Whole Person Orientation (work/leisure, education, and life style interrelated)				
6. Riskiness (moderately risky)				
7. Resource Resourcefulness (based on several sources and future trends data)				

USING MULTIPLE SOURCES TO FUTURIZE PRACTICES

USING MULTIPLE SOURCES TO FUTURIZE PRACTICES

Using a Variety of Information Sources Can Lead to More Creative Futuristic Practices

There is an old saying, "Don't reinvent the wheel." This could be changed to, "Don't reinvent the practice." *As you work to futurize career guidance practices, it will be helpful if you use a variety of information sources so that you will not waste time repeating what others are doing or have done.* By using such resources as the ERIC system or the Futurist magazine, and continuously scanning journals, magazines, newspapers and television programs, you will find a wealth of information and futuristic practice suggestions. After you have finished these two Modules, you will, hopefully, have developed a futures orientation. This means that you will be more apt to keep your personal information scanning system beamed on the area of futurism. *Use the approach of the futurists. Information and methods for futurism are everywhere. It is up to you to be creative in applying information from many sources to futurizing career guidance programs.*

Example: Counselors Do An Information Scan

Imagine that you are visiting a school where the counselors are very interested in developing some futuristic guidance practices. They have been scanning a variety of information sources for ideas and are meeting to share the results of their scan. The goal of the meeting is to develop a list of ideas to use in the futurizing process. Some suggestions from the information scan are:

1. List a future trend on a sheet of paper and circulate it, having each student list one possible consequence of the trend. List another trend. This time, split the group into two groups by sex. Circulate the second trend to both groups. Compare lists and discuss how future imaging can be biased if a diversity of opinions is not represented.

2. The editor-in-chief practice has students develop a futuristic newspaper or television broadcast. Students are given trends data and develop news stories which they think would be possible in the future. An editorial staff selects stories and either prints a newspaper or gives a simulated news broadcast.
3. The future time capsule helps students image future alternatives. Students are given trends data and develop a list of alternatives. They vote on these and develop a preferred alternatives list. Then they develop a time capsule which contains written documents, artifacts, etc., which give hints about their future image. Another group opens the time capsule and tries to guess what the future image is.
4. Writing future contracts and legislation is a way to focus on needed social-environmental changes. For example, students might try to write a marriage or work contract for the future.
5. Games and simulations can help students experience the future and try out their preferred future alternatives. One possible game has students plan their life in rounds of five years each. Event cards are drawn, on which are listed future events that influence their planning.
6. Several popular magazines have had special issues on the future. These articles can be clipped and used to generate future trends data.
7. Science fiction in written, movie or television form presents a vivid view of future alternatives. This type of fiction can be helpful in projecting values into the future. One counselor developed a bibliography of science fiction materials for this purpose.
8. History can be used to help students realize that

These are Some Ideas One Group of Counselors Got From Scanning Many Information Sources

change does exist and understand how people cope with change. Students can develop tape-recorded interviews with senior citizens in the community focusing on changes which have occurred in thei lifetime, and attitudes, skills, and behaviors which they have developed to deal with the changes.

9. Students can be given a list of alternatives which other people have generated, and evaluate and rank these in terms of their own preferences. For example, the Futurist magazine often has articles which list possible future developments in many different areas.
10. The futures window is a technique to help students select preferred personal future alternatives. Students list alternatives in four cells of a square using both trends data and values. The four cells are: Hope-Expect, Hope Not-Expect, Hope-Don't Expect, and Hope Not-Don't Expect.

After the counselors had shared the ideas from their information scan, they focused on brainstorming how they could futurize some of their current practices. They generated the following ideas:

1. Behavior Modification. They could continue to use rewards, behavior contracts, and the like, but the focus would be on encouraging students to develop skills, attitudes, and behaviors needed in the "middle term" future.
2. Career Resource Center. The counselors realized the importance of building career guidance programs on a strong information base. They could strengthen their career resource center by developing a collection of future trends data. They could also develop an emerging alternatives file which would list resources, people and organizations involved with emerging work/leisure, education and life style alternatives.

3. Decision Making Training. The counselors had used several decision making training and goal setting packages. These could still be used, but modified to provide assistance in choosing from "middle term" future alternatives and setting goals for adapting to preferred future alternatives.
4. Field Trips. The counselor felt that field trips could be futurized by focusing discussion on what changes people at the work sites anticipated in the future and by selecting sites which included futuristic options in work/leisure, education and life style. For example, visits might be to cooperative living centers, leisure time centers or non-traditional work sites.
5. Media. The counselors already had a list of media materials which could be used in career guidance. One counselor had found a bibliography of media materials related to futurism in the ERIC system. She ordered a copy and asked the media coordinator to indicate which of these materials were available on a loan basis.
6. Role Playing. The counselors felt that role playing was a particularly good practice for helping students image the future. They could develop a bank of futuristic role play situations.
7. Simulation. From their information scan, the counselors noticed that simulation was a major practice used in futures planning. Several counselors had noted references to futures games. They could ask their media coordinator to help them identify other futures games and order those which seemed appropriate.
8. Social Modeling. The counselors realized the importance of role models in career guidance and had developed a resource file of people in the community who

would be willing to talk to students about their cupations. They decided they would expand that file by adding the names of individuals in futuristically oriented work/leisure, education and life style alternatives.

9. Values Clarification. The counselors knew that the English and social studies teachers used values clarification in their classes. They could work with the teachers to help them modify values clarification so students could examine the consequences of values in the future and could identify emerging value options which they might want to select for the future.
10. Work Experience. The counselors had recently started a volunteer work experience program which allowed students to do volunteer work in the community for school credit. They could work with students to identify sites which represented emerging alternatives in the area of work/leisure, education and life style.

Summary

If you are to be successful in using the modifications approach in futurizing career guidance practices, it is important for you to be aware of what others are doing in the area of futurism. This is possible if you scan a variety of information sources with "an eye to the future." Ideas for futurizing career guidance practices are everywhere. Continuous scanning of such resources as the ERIC system, the Futurist magazine, and current journals, magazines, newspapers and television programs will give you a wealth of ideas. You will now participate in an activity to share futuristic information sources with other participants.

Information Sources

As you listen to the text, be thinking of information sources with which you are familiar that could be used in futurizing career guidance practices. Make these very specific--for example, a particular movie, book, game or article which you can describe. These may either be futuristic--for example, a science fiction movie--or have the potential to be futurized--for example, a values clarification activity with suggestions about how to futurize it.

Ideas on information sources:

ACTIVITY - INFORMATION SHARING

This activity is designed to help you share ideas about information sources which can be used in futurizing career guidance practices. By the end of this activity, you will have a "Futurizing Ideas" list similar to the list which the counselors in the example developed. This list can help you as you futurize your own career guidance practices.

Master Information Sources List

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Master Information Sources List - Cont'd.

11.

12.

13.

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15.

16.

17.

18.

19.

20.

APPLICATION

During this activity, you will design a futuristic career guidance practice and receive feedback on the practice from another participant. Basically, you will do the following:

1. Select one futuristic goal related to "Future Imaging Skills" from page 1 of the Introduction and write it on "Futurizing Form No. 1." Select one futuristic goal related to "Selecting Preferred Personal Future Alternatives Skills" from page 2 of the Introduction and write it on "Futurizing Form No. 2." Select one goal related to "Future Adapting Skills" from page 2 of the Introduction and write it on "Futurizing Form No. 3."
2. Design two activities for each of these three "Future-Conscious Career Planning Goals."
   A. Of the six activities, one should utilize either the Delphi technique or the scenario.
   B. Of the six activities, use at least one activity suggested by the "Example" in the "Using Multiple Sources to Futurize Practices" session on pages 29 to 33.
   C. Use at least one "new" activity which you have developed or adapted.
3. Select a partner with whom to work. When you have listed three goals with two activities for each, exchange Module booklets. Do the following:
   A. Work alone to complete the "Futurizer's Measuring Stick" for your partner's futuristic guidance practices.
   B. Take turns giving feedback on why you rated each other's futuristic practices as you did.

Futurizing Form No. 1

"Future Imaging Skills"

Goal	Activity
	1.
	2.

Your Name _____

Futurizing Form No. 2

"Selecting Preferred Personal Future Alternatives"

Goal	Activity
	1.
	2.

Your Name _____

Futurizing Form No. 3

"Future Adapting Skills"

Goal	Activity
	1.
	2.

Your Name_____

Futurizer's Measuring Stick - I

Designer's name _____

Evaluator's name _____

	Rating			
	High	Medium	Low	Reason for Rating
1. Goal Attainment				
2. Time Perspective				
3. Array of Futures				
4. Creative Imaging				
5. Whole Person Orientation				
6. Riskiness				
7. Resource Resourcefulness				

8. S/he used one goal from each of the three "Future-Conscious Career Planning Goal" areas. Yes____ No____

9. S/he used at least one activity which was an example of the Delphi technique or scenario. Yes____ No____

10. S/he used at least one activity suggested by the "Example" in the "Using Multiple Sources" session. Yes____ No____

11. S/he used at least one "new" activity which s/he developed or adapted. Yes____ No____

POSTASSESSMENT

Objective 1

Answer the following items by matching the definitions at right with criteria at left.

___1. Goal Attainment	A. Avoids narrow focus only on aspect of self.
___2. Time Perspective	B. Encourages individual to develop options which do not now exist.
___3. Array of Futures	C. Discourages safe, non-growth decisions.
___4. Creative Imaging	D. Helps individual develop comprehensive list of options.
___5. Whole Person Orientation	E. Uses information based on future trends data.
___6. Riskiness	F. Broadens focus from current goals to include futurized goals.
___7. Resource Resourcefulness	G. Focuses on middle term future.

Objective 2

You have been hired by a school district to be an "outside" evaluator for its guidance program. When you meet with the counselors in one junior high school, they show you the design for a "What's Your Future?" unit which the counselors and teachers team-teach as a social studies unit. Review the unit and complete the Futurizer's Measuring Stick Report.

Unit Plan for "What's Your Future?"

Session I: What is the Future?

Goal	Activity
Students use a "middle term" future as the time perspective for career planning.	Students draw a life line extending ten years into the past and ten years into the future. They put events along the life line which have influenced or will influence their choice of work role. Students see a movie on "Work in the Future" which describes several work roles which will probably emerge in the future. Leaders define "middle term" future and encourage students to think about work roles in the future.

Session II: What Choices Will I Have?

Goal	Activity
Students image a broad array of future alternatives which are varied and represent a comprehensive list of possible future alternatives.	Students are given a list of the six work roles discussed in the movie, "Work in the Future." They role play these roles using role play situations which the counselors and teachers have designed. Leaders help students understand that work roles will be different in the "middle term" future.

Session III: Who Will I Be in the Future?

Goal	Activity
Students select a list of future-oriented values which combines their existing values and new values.	Students review the list of six futuristic work roles and select one which sounds interesting to them. Students are also given a list of work values from a commercially available work values inventory. Counselors lead a values auction where each student can bid and buy work values from the list which s/he feels will be important in his/her preferred work role. Leaders help students understand the importance of developing future-oriented work values.

Session IV: What Path Leads to the Future?

Goal	Activity
Students can set "middle term" future goals which describe the skills, attitudes and behaviors which they will need to implement their preferred personal future alternatives.	Students work in pairs to complete a goal setting activity. They brainstorm skills, attitudes and behaviors which are important to each other's selected work role. Then each student selects five of these which s/he feels will be most important in the future. Leaders help students understand the importance of setting goals to implement their preferred future alternatives.

Complete this form, giving one reason for each of the seven criteria.

FUTURIZER'S MEASURING STICK - II

	Rating High	Middle	Low	Reason for Rating
1. Goal Attainment (uses Future-Conscious Career Planning Goals)				
2. Time Perspective (middle-term future--5-20 years)				
3. Array of Futures (array of alternatives)				
4. Creative Imaging (new alternatives and values)				
5. Whole Person Orientation (work/leisure, education, and life style interrelated)				
6. Riskiness (moderately risky)				
7. Resource Resourcefulness (based on several sources and future trends data)				
Points	___	___	___	_____

APPENDIX

Future Trends

Trends in Work/Leisure

1. To reconcile the leisure society with an individual's need for dignity, paid employment will no longer be a prerequisite for dignity.

2. By 1980, 38% of all families will have an income over $15,000 in real 1970 dollars, up from 21% in 1970. This increase in affluence, combined with increasing economic dislocations that cause periodic unemployment, will lead to the evolution of a leisure ethic.

3. By 1980, half of the working force, at the middle levels of employemnt, may consist of women workers. This will cause significant dislocation and disruption to many individuals and groups.

4. By 1975, according to a recent news report, 37% of every dollar spent by the U.S. government went for income security in direct government payments. In the years ahead, the transfer economy may be expected to expand and develop into a more rational welfare system and guaranteed income system.

5. The wealth accumulated by middle and upper middle-class Americans in the last decades will be passed through to the next generation and will represent a sizable increment of non-work income. This in combination with the decline of economic ambition in many youth will result in new work roles and greater leisure time.

6. We can anticipate a continued blending of "work" and "leisure" pursuits both at the "micro" level, with shared responsibilities for both economic activities and domestic duties, and at the "macro" level, with increasing concern for the creation of meaningful work, personal growth opportunities, continuing education and related amenities within the work-place.

7. Today's young adult may be expected to devote only one-sixth of his/her remaining lifetime to work (as defined in the economic sense), while about one-fourth of that remaining lifetime may be classified as "leisure."

8. Over three-fourths of the work roles will be service to persons instead of working with things. The ability to acquire and process information at different levels of interpersonal relations will be the key talent demanded by this economic system.

9. There will be a decrease in the need for highly focused specialists and a movement emphasizing the importance of generalists and interdisciplinary teamwork.

10. There will be increasing demands by workers to make all work roles meaningful and satisfying.

Needs in Work/Leisure

1. Develop meaningful leisure options.

2. Develop non-work roles created through affluence and guaranteed income.

3. Develop new skills required for emerging occupations, particularly interpersonal skills required in service occupations and interdisciplinary work teams.

4. Develop more meaningful and satisfying work roles.

5. Create flexible working patterns.

Alternatives in Work/Leisure

1. Shared jobs where two people share job duties for one work position.

2. Democratic work teams where workers make decisions about how work will be completed.

3. Special programs to change attitides toward leisure and to promote self-development.

4. Job redesign where more work duties are allocated to several job positions to make each more satisfying.

See References in the Appendix for sources used to identify these future trends.

Trends in Education

1. Changes in jobs and occupations throughout a person's lifetime will be a typical pattern.

2. Youth will be more comfortable with the world than adults. Youth have been living with rapid change and future shock all of their lives, and therefore, are less affected by them than adults. This means that in the future the clear distinction between students and teachers will diminish.

3. Society will be information-rich rather than information-poor. As information increases, it becomes crucial for education to do more than help disseminate information.

4. Consumer advocacy will continue to increase. Future predictions indicate that consumerism will also be applied to education.

5. Change will accelerate. Education will be a life-long process.

6. Society will become increasingly complex. As society becomes more complex and changes more rapid, there will be a growing level of sophistication needed for coping with the demands of life. This will result in an emphasis within schools on helping students become creative problem solvers.

7. Education will become less and less a matter of transmission of accumulated knowledge and more and more a process of developing the thought processes and values and skills that are needed for adapting to and initiating change.

Needs in Education

1. Develop educational opportunities throughout the life-span.

2. Emphasize problem solving and creativity rather than accumulation of information.

3. Educate for both work and leisure roles which will be emerging.

4. Learn generic rather than specific skills which will enable frequent occupational changes.

5. Provide educational alternatives to respond to consumer demands.

Alternatives in Education

1. Student involvement in designing alternative education programs.

2. Life-time educational voucher providing financial assistance which the individual could use as desired.

3. Community-based education in combination with lowering of legal working age.

4. Home-based education using television and computer terminals.

5. Twelve month school year with flexible attendance.

Trends in Life Style

1. There will be many more marriages (and more divorces) as younger people seek more fulfilling and supportive family lives. Pursuit of rewarding relationships will continue to grow. There will be a need to develop new family and marriage patterns.

2. There is no way for the more than 10,000,000 new families that will be formed in the next decade to live in single family, detached houses in the suburbs. The capital for this will not exist.

3. For the first time in human history, a country has achieved such great wealth that the individual has supplanted the family as the basic unit of society. This is the result of the technological revolution which has freed the individual including the female, the biological revolution that makes possible the sexual emancipation of the female, and the extended life-span which has increased almost 100% in the past 75 years. Women's liberation finally made it when women could at last control contraception and be self-supporting.

4. The traditional marriage contract will become only one of a number of ways of providing for intimate relationships between individuals and groups of the opposite or the same sex.

5. Gradually formed, long term relationships will be less of a pattern than will more spontaneously initiated, shorted-lived relationships.

6. A recent study indicated that "familism" is supported by 2 out of 3 of the population 16 and older. "Familism" is the belief that the essential satisfactions of life stem from commitment to activities in the immediate family unit rather than from outside sources such as a career.

Needs in Life Style

1. New roles for men and women as economic independence becomes available to both men and women.

2. New marriage and family patterns which provide "familism" while accommodating the new trends toward independence of men and women.

3. New patterns of behavior to respond to spontaneously initiated, short-lived relationships.

4. New living patterns to respond to the increasing shortage of single family housing.

5. New parenting arrangements to provide quality parenting for all children.

Alternatives in Life Style

1. Highly dense, comprehensive, urban service complexes which include commercial, residential and office facilities.

2. Househusband who participates irregularly in the work force while his wife holds a high-paying job.

3. Divorce insurance to protect couples from the costs of divorce.

4. Contractual marriages which are short term and renewable.

5. Specially trained parent couples who assume the role of parents as their paid jobs.

REFERENCES

The following references have provided information for the development of this Module and can be useful to you in your future oriented information scanning.

1. Toffler, A. (ed.) Learning for tomorrow. New York: Random House, 1974.

   This book gives descriptions of several educational futures programs. By scanning these, you can gather ideas for futurizing career guidance practices.

2. Educational Resources Information Center (ERIC) - ERIC has considerable information on futures programs in education. It may be searched using Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Descriptors which relate to futurism are: Educational Alternatives, Educational Change, Futures (Of Society), Social Change, and Technological Change.

   The following is a sampling of the types of materials which can be identified through the ERIC system.

   Cohan, M.E. and Gustafson, N.C. Population and social change: a curriculum guide for high school teachers. Minneapolis: Upper Midwest Research and Development Council, 1974. (ED 110 396)

   ERIC abstracts: a collection of ERIC document resumes on the use of futurism in educational planning. Washington, D.C.: National Academy for School Executives, 1973. (ED 085 820)

   Harkins, A.M. Future trends program: course outline. Paper presented at the American Sociological Association, Seminar on the Sociology of the Future, New Orleans, 1972. (ED 081 654)

   Hollister, B.C. Another tomorrow: a science fiction anthology with teacher's guide, 1974. Available from: Pflaum Publishing, 2285 Arbor Blvd., Dayton, Ohio 45439, $2.85 anthology and $2.00 teacher's guide.

   Miller, D.C. and Hunt, R.L. The advent futures studies and research curriculum guide and resources guide, 1973. Available from: DCM Associates, 908 Fox Plaza, San Francisco, CA 94102, $5.00 for curriculum guide and $5.00 for the resource guide.

3. The Futurist. Published bimonthly by the World Future Society: An association for the Study of Alternative Futures. This journal provides articles on futurism related to many areas including education, work and life style. It is available from: World Future Society, P.O. Box 30369, Bethesda Branch, Washington, D.C. 20014.

The World Future Society also has a book order service. These books are announced in The Futurist. Examples of recent selections are:

Dunstan, M. and Garlan, P. Worlds in the making. Prentice-Hall, 1970. $4.95.

Farrell, J.E. Deciding the future: a forecast of responsibilities of secondary teachers of English, 1970-2000 A.D. National Council of teachers of English, 1970. $3.00.

Koehler, G.E. Futuribles. A game which consists of a box of 288 cards which show future trends data. $9.45.

Marien, M. Alternative futures for learning: an annotated bibliography of trends. Educational Policy Research Center, Syracuse University Research Corp., 1971. $5.00.

Marien, M. (ed.) The hot list delphi: an exploratory survey of essential reading for the future. Educational Policy Research Center, Syracuse University Research Corp., 1972. $1.50.

Martin, M. Films on the future. World Future Society, 1973, $3.00.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
- Helping Elementary Students Plan for the Future - Diane McCurdy
- Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
- Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
- Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

- Building Career Information-Seeking Behaviors - Richard H. Byrne
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
- Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

- Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
- Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

- Providing Career Guidance for Young Women - Pamela G. Colby
- Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
- Developing and Conducting In-Service Programs - Al Stiller
- Helping Students Explore Work and Leisure Options - Pamela G. Colby
- Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
- Providing Guidance Services for the Elderly - Ellen A. Stewart